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# Value implications in inexpensive literature for young children

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**VALUE IMPLICATIONS IN INEXPENSIVE  
LITERATURE FOR YOUNG CHILDREN**

**CARDINAL STRITCH COLLEGE  
LIBRARY  
Milwaukee, Wisconsin**

**by  
Ruth E. Koehler**

**A RESEARCH PAPER  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN EDUCATION  
(READING SPECIALIST)  
AT CARDINAL STRITCH COLLEGE**

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This research paper has been  
approved for the Graduate Committee  
of Cardinal Stritch College by

Sister Marie Colette  
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Date: March 1, 1973

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## CHAPTER I

### THE NATURE OF THE PROBLEM

#### Introduction

It is the tremendous task of American educators to prepare today's youth to be tomorrow's responsible citizens in a democratic society. This job not only involves the development of academic skills and abilities, but also the shaping of satisfying and worthwhile personal and social values.

It is certainly much more difficult for a child today to develop clear values than it was for a child at the turn of the century. Modern life in the United States offers many choices and opportunities, but this style of life can also be very confusing for a child to comprehend. It was once thought that values were to be developed strictly by the family and the church; however, with America's changing society and life-style the schools have increasingly assumed the responsibility for this development.<sup>1</sup>

Before children enter school, they are exposed to varied values at home, at church, in the community, and through radio, television, and books. All of these forces

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<sup>1</sup> Louis E. Raths, Values and Teaching (Columbus, Ohio: Charles Merrill Publishing Co., 1966), p. 15.

have an effect on a child's personality. The values presented in literature can have a significant effect on the shaping or reshaping of an individual's thinking and action. Therefore, it is important that values be identified in books for young children.

### Statement of the Problem

Today many families are able to purchase inexpensive children's books. These books are readily available at many supermarkets and variety stores, and as a result many preschool and primary aged children are often raised on a steady diet of this type of literature. It was the purpose of this study to establish a list of wholesome personal and social values and to identify the types of values brought forth in inexpensive children's literature.

### Significance of the Problem

Guidance has always been an integral part of the total reading program. Therefore, all teachers of reading are responsible to select literature which will guide their students towards the establishment of sound moral principles. The results of this study should assist teachers to select literature for their students which will enrich and enlarge upon the types of values which have already been presented to them. Awareness of the values presented in this type of literature should be of importance to parents since they also share the responsibility for the selection of their children's books.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

A basic problem that educators have today is the formation of worthwhile personal and social values.

Some authorities have criticized education because it has "busied itself with practical information and skills and has neglected those attitudes which are essential if the information and skills are to be adequately used." <sup>1</sup>

The problem that confronts today's youth is twofold because they are both individuals and members of society. They must learn to solve problems that face them as individuals and as society members. <sup>2</sup> This can be a perplexing problem in America's changing society; however, reading can be an effective tool in promoting wholesome personal and social attitudes.

#### Formation of Values

"Why is there so much concern in America about

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<sup>1</sup>Margaret M. Heaton, Reading Ladders for Human Relations (Washington: American Council on Education, 1955), p. 2.

<sup>2</sup>Joseph Axelrod, Promoting Personal and Social Development Through Reading Supplementary Educational Monograph, No. 64 (Chicago: University of Chicago Press, 1947), p. 7.

objective values and the things we are for?" was a question asked by Larson. He then reasoned that in America's history there has never been much doubt about values; however, today people are being forced to articulate clearly, concisely, and convincingly what their values are because of America's changing society.<sup>1</sup>

Tyler listed four important aspects of changing society which bring about this concern for values. He believes that increased population, rapid technological development, increased population and urbanization, and wide-spread communication have an effect on the formation and choice of an individual's values, and also affect the present concern for the development of worthwhile values in today's young people.<sup>2</sup>

A child acquires his values from many sources.

These sources include:

Parents and Friends--A child is likely to value the things that his parents and friends value.

Experiences--An individual can acquire values from satisfying experiences with a particular activity or object.

Outside Sources--This includes values from outside the home such as from television, radio, and the newspaper.

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<sup>1</sup> Arthur Larson, "Values for Changing America," in Values for a Changing America, ed. by Helen Huus, 52nd Annual Schoolmen's Week Proceedings (Philadelphia: University of Pennsylvania Press, 1964), p. 13.

<sup>2</sup> Ralph Tyler, Values for a Changing America, p. 29-31.

Rationalizing Inconsistencies--As one grows, he may find it increasingly difficult to hold conflicting values and he must resolve the inconsistency to get rid of the conflict within himself. This also may result in the changing of the values involved.

Raths Et. Al. bring out other important changes that have taken place within the American family structure which also effects the development of values in the child. They cite recent figures which show that one out of every three mothers are working and that one out of every five families represents a broken home. Both of these result in a decreased amount of contact with the child. The character of the father's job and its relation to the family has also changed. The children do not see their father at work, or know much about his work and its successes and problems. The American family is also becoming very mobile with one out of every five families moving once a year. This can result in the instability of the child. New friendships must be made and often different patterns of living must be learned.

There has also been a gradual but continuing separation of the family from frequent church participation. This has meant a decrease in the contact with religious traditions and their emphasis upon values.

Thus the family is no longer the refuge from the world, especially with all the forms of mass communication penetrating the home. The child spends less time with his

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<sup>1</sup> Louis Raths, Et. Al., Values and Teaching, pp. 15-17.

parents and is also exposed to many alternatives from outside the home which may leave him confused.

How can a value be defined? Rath's Et. Al answer this by what they call the process of valuing. They note seven criteria which must be satisfied before something can be called a value. The process of valuing includes the following.

1. Choosing freely. Values must be freely selected if they are to be really valued by the individual.
2. Choosing from the alternatives. Only when a choice is possible, when there is more than one alternative from which to choose, does a value result.
3. Choosing after thoughtful consideration of the consequences of each alternative. A value can emerge only with thoughtful consideration of the range of the alternatives and consequences in a choice.
4. Prizing and cherishing. Values flow from choices that people are glad to make. People prize and cherish the guides to life called values.
5. Affirming. People are willing to publicly affirm their values. They may even be willing to champion them.
6. Acting upon choices. Nothing can be a value that does not, in fact, give direction to actual living.
7. Repeating. Values tend to have a persistency, tend to make a pattern in a life.<sup>1</sup>

Schools have a certain particularly significant part and contribution in the development of values that is not likely to be made elsewhere. Tyler explains that part which schools and the curriculum play in value development.

In the curriculum, it can provide opportunities for students to have experiences otherwise not available in the home or community; it can stimulate and guide reflection upon and interpretation of values that they have experienced, both good and bad. The school can

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<sup>1</sup> Louis Rath's Et. Al., Values in Teaching, pp. 28-29.

furnish a climate in which youngsters sense that certain positive values are desired; it can encourage social groups within the school to reflect some of these major values; and it can select and support teachers whose personalities that are attractive to students and who reflect these values.<sup>1</sup>

### Involvement with Literature

Children encounter a variety of problems as they are growing up. Their first introduction to literature should be meaningful to their mastery of both their personal and social worlds. Literature should present life that concerns them. It should be neither too pure or impure and with emotions that are both positive and negative.<sup>2</sup>

Reading can yield a deep permanent satisfaction in children because it involves the use of apprehension, imagination, discrimination, relationships, and judgement. This satisfaction is not temporary and uncritical in nature, but it involves a sustained active encounter. For children's literature to involve satisfactions it must not reject the adult "facts of life" as a type of corruption. It must involve such subjects as conflict, love, birth, death, and doubt.<sup>3</sup>

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<sup>1</sup>Ralph Tyler, Values for a Changing America, p. 39.

<sup>2</sup>Jacquelyn Sanders, "Psychological Significance of Children's Literature" in A Critical Approach to Children's Literature ed. by Sara Fenwick, 31st Annual Conference of the Graduate Library School (Chicago: University of Chicago Press, 1967), p. 16.

<sup>3</sup>Rosenheim, A Critical Approach to Children's Literature, p. 7.



The faculty of imagination is not a childlike gift but a faculty capable of robust, complex development. It is encounter with these human facts that we develop uniquely human values.<sup>1</sup>

Children can not be forced to a point of view; however, their horizons can be broadened so that they are able to reason with fairness.<sup>2</sup>

Arbuthnot believes that the child's home and family are of paramount importance in forming his ideas of what he wants himself to become. Books also play a large part in the development of the child.

If we can induct children into a genuine enjoyment of books, we can guide them to stories in which they will discover pictures of noble maturity and of children growing and changing into more competent and more lovable human beings at every stage of development.<sup>3</sup>

#### Effects of Children's Literature Upon Attitudes and Behavior

Bibliotherapy is a method which has been used to influence attitudes and behavior.

Bibliotherapy is the direct application of reading in order to effect changes in character or behavior. It is based on the assumption that certain types of books, "prescribed" for certain problems because of strong similarity between the character in the books and the patient, will have a curative effect.<sup>4</sup>

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<sup>1</sup>Ibid., p. 11

<sup>2</sup>Nancy Larrick, A Teachers Guide to Children's Books (Columbus, Ohio: Charles E. Merrill, Inc., 1960), p. 105.

<sup>3</sup>May Arbuthnot, "Developing Life Values Through Reading," Elementary English, XLIII (Jan., 1966), 16.

<sup>4</sup>Nila Smith, "The Personal and Social Values of Reading," Elementary English, XXV (Dec., 1948), 491.

The principle of identification is a vital aspect of bibliotherapy. "Children identify with book Characters and that identification operates on a deeper level than imitation or emulation; that they do not merely imitate the hero, they often become for a time, the hero."<sup>1</sup>

The child sees himself as different book characters who are involved in solving problems and achieving tasks which are similar to his own. He therefore gains assistance in solving his problems and concerns which are vital for the development of his value system.<sup>2</sup>

The insights into problems and situations which are gained from experiences in books may then be reapplied to the child's immediate problems and situations. He hopefully will have a better understanding of his personal and social problems.<sup>3</sup>

Kirchner has outlined certain stages of development for the control of conduct by the use of bibliotherapy. Each period of development may take a certain amount of time.

The stages of development are:

1. The principle is perceived and admired.
2. It remains dormant in the mind for an indefinite period and has apparently nothing to do with conduct.

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<sup>1</sup>Florence Cleary, Blueprints for Better Reading (New York: H.W. Wilson Co., 1957), p. 115.

<sup>2</sup>Ibid., p. 116.

<sup>3</sup>Margaret Heaton, Reading Ladders to Human Relations, p. 4.

3. An occasion arises in which the subject sees a relation between the occasion and the principle and with more or less effort on his part the principle determines conduct.
4. A period of development follows in which the principle more and more consistently determines conduct until the correct response to the situation follows as if by reflex action.<sup>1</sup>

Smith conducted a research study involving the effects of literature on attitudes and behavior. This study involved 500 pupils in five schools in grades four through 12. The students were asked if they remembered any book, story, or poem which changed their way of thinking. In the results, 60.7 per cent reported changes in attitudes and 9.2 per cent reported changes in behavior as a result of the reading. When asked the name of the book which brought about the change, only two pupils mentioned the same book.<sup>2</sup>

Corde, quoted by Smith, also conducted a study which dealt with "The Effect of Reading on Moral Conduct and Emotional Experience of Children." The study involved 2,374 high school students who responded to a questionnaire. The investigator concluded that "reading can influence conduct for good or evil and it is possible to inculcate either for good or evil principles through reading."<sup>3</sup>

The ethical values portrayed in first grade basal readers and supplementary materials was investigated by

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<sup>1</sup>Clara Kirchner, Character Formation Through Books (Washington: The Catholic University Press, 1952), pp. 6-7.

<sup>2</sup>Nila Smith, "The Personal and Social Values of Reading," p. 495.

<sup>3</sup>Ibid., p. 493.

Sullivan. This study involved the effects of certain techniques of developing values by reading stories containing ethical values as portrayed by the characters.

Six areas of importance in character formation were selected. An experimental and a control group were used. The experimental group read a story for each area of character development and each particular value was stressed. The control group read the same stories but without the stress on character formation. The behavior of each child was observed and recorded.

An analysis of the data revealed:

1. Guidance in the study of characters in the stories lead the child to glean ethical values for the formation of moral principles of conduct.
2. Guided critical study of personalities resulted in changes in the conduct and in the personalities of the pupils.
3. The period of training by the means of the techniques used in the study led to the formation of habits of good conduct.
4. With reference to growth in personality development, the upper and middle mental age groups seemed to profit equally by guided character study; however, the lower mental age group seemed to benefit even more by such training.<sup>1</sup>

Not all authorities in the field have this positive attitude toward bibliotherapy. The degree to which books effect children's attitudes and values is uncertain. Kimmel has stated that, "objective qualities of children's literature

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<sup>1</sup> Sister Marie Bernarde Sullivan, "The Ethical Values Portrayed in Basic Readers and Supplementary Materials for Grade One and Their Effect on Personality Changes of the Pupil," (Unpublished Master's Thesis, Cardinal Stritch College, Milwaukee, Wis., 1962), p. 28-29.

are few, open to question, and sometimes contradictory."<sup>1</sup>

Schneyer has also expressed some uncertainties concerning the lasting effects of literature on children.

Looking over the total field of research into how children's reading effect children's values, one can conclude that books may play a significant part in the shaping and reshaping of an individual's thinking; yet the means by which they do this and the total significance of their role are matters still determined largely by the observer's intuition. In many cases children's readings might momentarily effect their responses, but lasting effects still remain to be determined.<sup>2</sup>

In another study, favorable and unfavorable characters were compared in popular books for middle and upper grades. The conclusions from this study consist more of opinion than fact. It was stated that there was no conclusive answer as to whether children's reading affects their behavior. However, many teachers believe it does affect behavior which makes it important to know the kinds of people children meet in their books. It is also the responsibility of teachers, librarians, and parents to know the values presented in children's books.<sup>3</sup>

A significant study conducted at the Center for Instructional Materials at the University of Chicago analyzed books in terms of the developmental values.

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<sup>1</sup>E.A. Kimmel, "Can Children's Books Change Children's Values?" Educational Leadership XXVIII (Nov., 1970), 210.

<sup>2</sup>J.W. Schneyer, "Effects of Reading On Children's Attitudes," Reading Teacher XXIII (Oct., 1969), 49.

<sup>3</sup>H.W. Lowry, "Review of Five Recent Content Analysis Related to Sociological Factors in Children's Literature" Elementary English XLVI (Oct., 1969), 116.

Developmental values were defined as elements in a book which "serve as an instrument of communication and supply a wealth of experience which may aid the reader in his choice of behavior."<sup>1</sup>

A list of 100 books was compiled which seemed to reflect current patterns of social experience. The purpose of the study was to determine (1) whether or not the books were popular with children, (2) what values authors, teachers, and librarians believed the books contained, and (3) what effect the books had on the children, which was ascertained by asking them.

The evidence gathered was not conclusive, but the findings were indicative of:

1. The impact of the developmental values in the books will not produce a dynamic change in the individual. It may contribute to a complex of forces and factors that build values and influence behavior.
2. Socio-economic and cultural factors influence the effect on the child of the developmental values inherent in books.
3. The values in the books must be appropriate to the developmental level of the child--to the developmental task he is trying to achieve--or he will reject the book.<sup>2</sup>

There have been several studies conducted concerning the types and intensity of values found in children's literature. The Chambers study which was cited by Lowry dealt with fictional books for children ages five to nine

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<sup>1</sup> Florence Cleary, Blueprints for Better Reading, p. 116.

<sup>2</sup> Ibid.

from the Viking Press and Harcourt, Brace, and World. This study analyzed the nature and degree of intensity of such social values influencing material which he found in books.

Chambers concluded that there was minimum exploration of social values in the books and the values were presented in a weak manner. It was also noted that the publishing houses had similar forces shaping their editorial staff. The author also pointed out that the human being was the vehicle most often used for presenting the social values.<sup>1</sup>

An evaluative study of the therapeutic values of biographical books was conducted by Kilbourn. The purpose of the study was to evaluate biographical books to determine therapeutic values, character traits, vocational interests, and readability level. The stories chosen portrayed a central figure whose behavior could be interpreted as revealing positive character traits.

The results revealed that obedience and honesty were the character traits most often encountered. Courage, diligence, and perseverance were the traits also encountered frequently.<sup>2</sup>

A study conducted by Lowry in 1966 analyzed the Newbery Award books from 1920-1966. The purpose of this

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<sup>1</sup>H.W. Lowry, "Review of Five Recent Content Analysis of Related Sociological Factors in Children's Literature," p. 737.

<sup>2</sup>Margaret Cahill Kilbourn, "An Evaluative Study of the Therapeutic Values of Biographical Books Published Between 1948-1962 for Boys in Intermediate Grades and Junior High School," (Unpublished Master's Thesis, Cardinal Stritch College, Milwaukee, Wis., 1965), 2.

study was to determine what middle-class values were presented, to measure the frequency and intensity of these values, and to analyze the data to discover trends as revealed in five-year periods. Only the positive aspects of the values were considered in this study. The author used fifteen basic questions with three to eight sub-categories to determine the values.

Lowry's findings revealed that all of the Newbery books contained some of the values; however, these values were generally treated by the authors with only moderate intensity. He concluded that the Newbery books only sometimes offer the reader opportunity to explore criterion values.<sup>1</sup>

#### Summary

The development of worthwhile values is an important aspect in today's education. Today children are being exposed to numerous forces in America's changing society. At one time, the development of values involved only the family and church; however, changes in the family structure have made this increasingly difficult. The child may become confused when he encounters the variety of problems and situations as he matures. The process of valuing involves several steps, but if the child can be led to worthwhile personal and social values the values will be-

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<sup>1</sup>H.W. Lowry, "Review of Five Recent Content Analysis Studies of Related Sociological Factors in Children's Literature," p. 739.



come a permanent part of his life.

Literature can be a guiding force in the development of values. Books have been used to bring about an effective change in attitudes and behavior through bibliotherapy. A basic component of bibliotherapy is the identification of the reader with the hero. The reader encounters problems and situations which he solves with the book characters. This experience is then supposed to transfer to real life problems and situations.

Several studies have been conducted which have shown that bibliotherapy can be an effective tool in changing attitudes and behavior. However, not all authorities agree that literature alone will bring about a change in attitudes and behavior. Books may be just part of a complex of factors involved in changing attitudes. There is some uncertainty about the degree to which books effect children's attitudes and values.

"The content of books can be measured and recorded statistically. The response of children to books can not."<sup>1</sup>

There are also studies dealing with the nature of the values in books. These studies explored the types of values found in children's literature. Personal and social values were found in the books examined; however, these values were sometimes presented in a weak manner.

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<sup>1</sup> Alma Homze, "Interpersonal Relations in Children's Literature," Elementary English XLIII (Jan., 1966) 52.

## CHAPTER III

### PROCEDURE OF THE STUDY

#### Procedure

This study was undertaken to determine what values were implied in inexpensive literature for young children. The author selected and defined eight values which she believed were vital and useful in today's modern society. The books were purchased, read, and evaluated by the author. The values implicated within the literature were then tabulated.

#### Selection of Books

The books used in this study were selected at random. They were purchased by the author at several variety stores and supermarkets. This was done in much the same manner that a mother would do when selecting books for her children. Forty books were studied which encompassed a variety of subjects, authors, and illustrators. All of the books had to cost less than one dollar to be considered for this study.

#### Evaluation of Books

Each book was read and examined for it's illustration

of the eight selected values. A table was prepared for every book and every time a principle was evidenced it was recorded by the page number. Principles brought forth in both the story line and the pictures were included. Both the positive and negative aspects of the values were also recorded. The positive aspect of a value was anything that would exemplify the definition of that value. The negative aspect of a value was anything that would illustrate the opposite of the definition. Truthfulness would illustrate the positive aspect of honesty; whereas, lying would illustrate the negative aspect of the value.

The values presented in the positive manner were designated with a plus (+) sign. Those values presented in a negative mannere were designated with a minus(-) sign.<sup>1</sup>

### Selection and Definition of Values

The following list of values were selected and defined by the author for use within this experiment.

Responsibility-- to be able to answer and to be accountable to one's obligations and duties. To be trustworthy.

Honesty-- to be fair, truthful, and genuine in both speech and action.

Generosity and kindness-- to be beneficent and bountiful with one's possessions and to be gracious and to do good to others.

Cooperation-- to work together with others to accomplish the same end.

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<sup>1</sup> See Appendix I

Tolerance and goodwill-- to put up with others whose views and opinions differ from one's own and to do this with kind feeling.

Sportsmanship and fair play-- to be fair and honorable in sports and play and also to be good when losing and a gracious winner.

Obedience-- to respect authority and to be dutiful.

Perseverance-- to be steadfast and refuse to give up under adverse conditions.

## CHAPTER IV

### RESULTS OF THE EVALUATION

#### Introduction

Guiding children to worthwhile personal and social values is the task of both parents and teachers. It has been shown in previous research studies that reading can affect a child's thinking, behavior, and personality. This research study was designed to determine the frequency with which selected social and personal values were brought forth in inexpensive literature for children. Many children have had exposure to this type of literature and therefore, it is important to know the kinds of values that children will encounter through their reading of this type of literature.

This research study involved the selection and definition of eight values which the author believed to be important in today's culture. The values selected were: responsibility, generosity, and kindness, cooperation, tolerance and goodwill, honesty, sportsmanship and fair play, obedience, and perseverance. The inexpensive literature was then purchased and evaluated by the author. Both the positive and negative aspects of the values were recorded.

The results of the value tabulation and the way in which the values were developed are presented in this chapter.

### Results of the Tabulation

Each of the 40 books was evaluated for the presence of the eight selected values. The values were then tabulated by the page numbers according to the specific value.

The positive value most often brought forth in this literature was generosity and kindness, with a total of 78 representations. The value next often presented in the positive light was cooperation, with 76 tabulations. The third most often presented value was perseverance, with 40 positive tabulations. The rest of the values were represented in a less significant amount of the total. Sportsmanship and fair play and honesty were the positive values brought forth least frequently in the books evaluated.

Table 1 shows the frequency with which each of the eight values was mentioned in a positive manner.

The value most often brought forth in a negative light was tolerance and goodwill with a total of 14 representations. Generosity and kindness was the value next often tabulated negatively with six frequencies. The third most often presented value was obedience, with three negative representations. The negative aspects of the values were only a minor part of the total.

Table 2 shows the frequency with which each of the eight values was mentioned in a negative manner.

TABLE 1  
FREQUENCY OF POSITIVE MENTION OF VALUES

Values	Number of Examples
Generosity and Kindness	78
Cooperation	76
Perseverance	40
Tolerance and Goodwill	17
Responsibility	17
Honesty	11
Sportsmanship and Fair Play	4

TABLE 2  
FREQUENCY OF NEGATIVE MENTION OF VALUES

Values	Number of Examples
Tolerance and Goodwill	14
Generosity and Kindness	6
Obedience	3
Cooperation	1
Responsibility	1
Honesty	0
Sportsmanship and Fair Play	0

In seven of the books evaluated by the author none of the selected values was evidenced. These books included three books of a factual or scientific nature. There were several concepts brought forth in these books; however, none of the eight selected values were apparent. Three of the other books were of a fantasy type of literature and didn't involve a story plot.

The last of the books was The Lion's Haircut<sup>1</sup> which was about a lion who was afraid to get a haircut. The general theme of the book was courage to undertake a certain task; however, courage was not one of the values selected for this study. None of the eight selected values was apparent in this book.

#### Literary Development of Values

Many of the books had a general theme expressing one of the values. Several books illustrate this observation. Snokey Bear Saves the Forest<sup>2</sup> and The Great Fort<sup>3</sup> best exemplify the general theme of cooperation. In both of these books the human and animal characters work together for a common cause. Pals<sup>4</sup> is a good example of the theme of tolerance and goodwill. In this book two friends discover

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<sup>1</sup> Jennifer Giddings, The Lion's Haircut (Racine, Wis.: Western Publishing Co., 1969).

<sup>2</sup> Kennon Graham, Snokey Bear Saves the Forest (Racine, Wis.: Western Publishing Co., 1971).

<sup>3</sup> Nancy Garger, The Great Fort (Racine, Wis.: Western Publishing Co., 1970).

<sup>4</sup> Melissa Funk, Pals (Racine, Wis.: Western Publishing Co., 1967).



that they differ in what they call things, such as, "soup" and "porridge," but each respects the other's opinion. There is more understanding between the two boys at the conclusion of the book than there was initially.

In the books evaluated was a wide variety of methods of presentation of the values. The vehicles ranged from animated toys and creatures in forests and jungles to real-life situations and problems with children and adults. The problems and situations were of the nature that would interest children. Learning to swim, losing a pet, riding a bike, and learning how to slide into a base were some of the subjects that were covered in these books. Talking toys and animals were also found in situations that would relate to a child's interests. These included such things as a lion who was not satisfied with his looks and a toy tugboat, unhappy with his home, who runs away to sea.

All of the book subjects seemed to be within the understanding of pre-school and primary-aged children. In the opinion of the present writer some seemed to lack depth or plot, but it was not the purpose of this study to determine the reader's interest or reaction to the plot.

The writer believed that the values which were best presented and developed in this type of literature were generosity and kindness, cooperation and perseverance.

Generosity and kindness was the value most often presented in the books evaluated. It was most often brought forth as a giving of oneself instead of some material object.

In Timothy Tinker<sup>1</sup> generosity and kindness was shown in helping others fix things with more time and energy on Timothy's part than expense. Help was given without the motive of reward, illustrated when he refused to take money for his effort.

Generosity and kindness toward animals and objects was presented in the fantasy story of Freddie's Private Cloud<sup>2</sup>. Freddie loved to bring home stray animals. Then one day he brought home a cloud and the story illustrates how Freddie and the cloud did nice things for one another.

These examples point out to children reading these stories that generosity and kindness do not have to involve wealth and material objects. Everyone can be generous with a helping hand or an encouraging word. The stories also illustrated the rewards of generosity and kindness in the reaction of the recipients.

Cooperation and perseverance were two values which the writer believed to be of vital importance to children in school. Cooperation is a social value relevant to children. It is necessary for happiness and success in school since school is a social environment and experience. Lack of cooperation can lead to unhappiness and failure with one's peers and social contacts.

The positive aspects of cooperation were stressed

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<sup>1</sup> Mable Watts, Timothy Tinker (Racine, Wis.: Western Publishing Co., 1968).

<sup>2</sup> Becky and Evans Krehbiel, Freddie's Private Cloud (Chicago: Rand McNally and Co., 1971).

in story lines and illustrations throughout books evaluated. Illustrations of cooperation covered a variety of areas. Good illustrations were brought forth in The Great Fort<sup>1</sup> where two small boys work together to build a fort out of old boards. Their cooperation doesn't falter when the fort is blown down and Matt doesn't want to rebuild it. They discuss the situation and agree on building something else.

The cooperation of adults was illustrated in Seven Little Postmen<sup>2</sup> which showed how people must work together so that the mail is delivered.

Animals working together to halt a forest fire were shown in Smoky Bear Saves the Forest<sup>3</sup> and there are pictures of children working and playing together in City Boy, Country Boy,<sup>4</sup> Jiggers,<sup>5</sup> and Andy.<sup>6</sup> Cooperation was shown in many real-life situations to which children could relate.

Perseverance is also a value which can effect a child's learning because it is necessary to persevere in academic work. Not completing work or not initiating work on an assignment can lead to a feeling of failure for both

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<sup>1</sup> Nancy Garger, The Great Fort.

<sup>2</sup> Margaret Brown, Seven Little Postmen (Racine, Wis.: Western Publishing Co., 1952).

<sup>3</sup> Kennon Graham, Smoky Bear Saves the Forest.

<sup>4</sup> Mira Lobe, City Boy, Country Boy (New York: Wonder Books, 1963).

<sup>5</sup> Joy Lacey, Jiggers (Chicago: Rand McNally Co., 1953).

<sup>6</sup> Florence Michelson, Andy (Racine, Wis.: Western Publishing Co., 1961).

the child and the teacher. Reading especially demands perseverance because of its many facets and components.

A good example of perseverance is shown in Jean Ellen Learns to Swim<sup>1</sup>. In this book a little girl does not give up even though she consistently meets failure in learning to swim, and finally the joy of accomplishment is realized when she succeeds.

Another good example was shown in the Five Star General<sup>2</sup> where a young boy diligently works to learn the days of the week and the months of the year for his teacher and a reward. Other examples of perseverance were demonstrated in real-life situations that would be easy for young children to identify with.

The negative aspects of values were used by some authors to illustrate the positive side of the value. In Rupert the Rhinoceros<sup>3</sup> the author shows how awful and nasty Rupert was before his myopic problem was discovered. When he was fitted for glasses and sees clearly there is a change in his personality. His personality improves and he is kind and loving to those around him. Those close to him also change their idea about him.

Papa creates a situation and a little boy in

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<sup>1</sup> Evelyn Setnam, Jean Ellen Learns to Swim (Racine, Wis.: Western Publishing Co., 1970).

<sup>2</sup> Joan Elwart, The Five-Star General (Racine, Wis.: Western Publishing Co., 1965).

<sup>3</sup> Carl Memling, Rupert the Rhinoceros (New York: Golden Press, 1960).

The Best Surprise of All<sup>1</sup> with which many young children can identify. In this book, Billy's older brothers and sisters all have an individual surprise for their grandparents, but Billy had none. The older children are not very understanding or tolerant of their younger brother, and Billy's unhappiness and sadness are shown. In the end, Billy accidentally surprises his grandparents and their pleasure is conveyed to the reader. This story allows the reader to identify either with Billy and his unhappiness or with the older children and their lack of tolerance. In either case, the positive feeling of tolerance and understanding will be understood.

There was one deficiency which was noted by the writer when evaluating the books. The great majority of these books seemed suited for white middle-class children. The family-type stories featured white middle-class families with nice homes and yards, fathers at work, mother at home, and a dog or other pet. However, this is the type of literature that can be afforded by lower-class children. The typical family life portrayed in these stories is not the type of family life with which children living in the lower socio-economic areas can identify.

There were blacks presented in only three of the books evaluated. In one, Rupert the Rhinoceros<sup>2</sup> Blacks were shown as the stereo-typed African native in grass skirts.

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<sup>1</sup> Donna Papa, The Best Surprise of All (Racine, Wis.: Western Publishing Co., 1961).

<sup>2</sup> Carl Memling, Rupert the Rhinoceros.

The only other minority group member mentioned in these books was Miss Dias who was the teacher in City Boy, Country, Boy.<sup>1</sup>

The language used in these books was also geared to middle-class white children. It is the belief of the writer that the books which were evaluated were meant to reach white middle-class children. It would be difficult for some young black, Mexican American, or children of other minority groups to identify with the characters, problems, and situations brought forth in this type of literature. Books which portray the life style in lower socio-economic areas, and consequently the problems and situations associated with minority groups, are needed so that these children could learn through identification with the characters, problems, and situations. The stories must be relevant to their life if they are to have any real meaning.

#### Summary

The results of this study revealed that the personal and social values most often brought forth in inexpensive literature for children were generosity and kindness, cooperation, and perseverance. The values least often presented were sportsmanship and fair play and honesty.

The great majority of the books evaluated did reveal worthwhile personal and social values. However, these books

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<sup>1</sup> Mira Lobe, City Boy, Country Boy.

seemed to be geared to only a portion of America's population. These books seemed to neglect the lower socio-economic and minority groups. It would be difficult for children other than middle-class whites to identify with the characters in these books. The review of literature showed that the readers learns best by identification with the characters. Therefore, the writer concludes that children who are not middle-class whites would not readily learn the values illustrated in the books under study.

## CHAPTER V

### CONCLUSION

#### Introduction

Helping shape today's youth into responsible adults involves not only the development of academic skills but the formation of personal and social values. Previous research studies involving character formation through literature have shown that identification with books and their characters can lead to a positive change in behavior and personality. These previous studies led to the statement of the problem: what, if any, wholesome personal and social values were brought forth in inexpensive literature for children?

The books used in this study were inexpensive books purchased at supermarkets or variety stores by the author. They were evaluated for the existence of any of eight values which were defined by the author.

The results of this study revealed the existence of all eight values in this type of literature. Generosity and kindness, cooperation, and perseverance were the three values which were brought forth most often. Honesty and sportsmanship and fair play were represented least often.



### Implication of the Study

In the author's opinion these books do provide young children with exposure to worthwhile values. They also contain other educational values which can not be neglected.

Parents buying this type of book should survey and consider the content before any purchase is made. Enjoyment of reading is essential to success in learning how to read; however, worthwhile reading can serve a dual purpose. If content is considered before purchase it can assist the child in forming his value code. Because these books are inexpensive to purchase and available at many stores many young children have access to them. While children are learning the enjoyment of reading they can also benefit from the values presented in their content.

Parents and teachers should also consider the value of these books in reading readiness. Listening and enjoying an adult reading to a child can play an important part in reading readiness. As Bond and Tinker have stated:

Many environmental factors condition the rate of development up to the time when the child is ready to read. To acquire auditory and visual skills together with language facility, there must be opportunity and guidance. In addition to meeting a broad range of experience, the child must be stimulated to discriminate sounds and objects, and to listen to the use of words. It is important for older persons to talk to and with the child. Stories should be told and should be read together with the child while he looks at pictures and talks about them.<sup>1</sup>

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<sup>1</sup> Guy Bond and Miles Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton, Century, and Croft, 1967), p. 23.

Harris also points out in his discription of a home conducive to reading readiness that books are an important component.

Books and magazines in the home attract the child with their bright pictures and the stories which are read or told to him to develop an early interest in books and reading.<sup>1</sup>

Teachers should foster the child's development of values. Education should concern itself with the total growth of the child. It should be geared to the needs of the child as a whole. Generally this has been interpreted to mean that not only intellectual needs but also physical, emotional and social needs must be considered.

Knowing the individual child and the available literature are of vital importance in guiding the child. Helping the child solve his problems and form his value code are part of the eudcational process. If the teacher is not familiar with the content of specific children's literature which can be helpful in guiding character development, there are numerous anotated bibliographies which can be consulted. The teacher can then lead the students to books from which they will profit.

This study revealed that the books evaluated were mainly geared to the life style of while middle-class America. However, these are not the only children in America. Children learn through identification and inexpensive books are needed for children in the lower socio-economic and minority groups. It is the belief of the

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<sup>1</sup> Abler J. Harris, How to Increase Reading Ability 4th ed. (New York: David McKay Company, Inc., 1966) p. 37.

economic and minority groups. It is the belief of the writer that these children would greatly benefit from inexpensive books which are geared to their problems and situations in life. Then lower-class children would also have the opportunity to benefit from these books. The books would have more meaning and a greater impact on these children than the present inexpensive books.

Gray stated the "the most important thing about teaching reading is to see that the children learn how to use it well."<sup>1</sup> Reading not only pertains to the decoding of symbols, but also to the comprehension of the message. Comprehension involves the understanding and assimilation of the ideas and thoughts on the written page. Teachers of reading must teach this entire realm of reading if they are to educate the total child.

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<sup>1</sup> William S. Gray, Promoting Personal and Social Development Through Reading (Chicago: University of Chicago Press, 1967), p. 2.

## **APPENDIX I**

Title of Book: The Great Fort

Author: Nancy Garber

Illustrator: Kelly Oeschall

Publisher: Western Publishing Co.

Date of Publication: 1970

Summary of Book: Matt and Jerry work together to build a fort of old boards.

OCURRENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
			+1	+18			
			+2	+19			
			+5	+20			
			+6				
			+7				
			+9				
			+10				
			+11				
			+21				
			+23				
			+26				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Once I Had a Monster

Author: Ann Hellie

Illustrator: Bonnie and Bill Rutherford

Publisher: Western Publishing Co.

Date of Publication: 1969

Summary of Book: A little boy sees a monster in the dark, but one night he sees that it was only a part of his room.

OCURRENCE OF VALUES BY PAGE NUMBERS

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1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

---

+7

+10

+18

+19

+20

- 
1. Responsibility    2. Honesty    3. Generosity and Goodwill  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Merton and his Moving Van

Author: Mabel Watts

Illustrator: Art Seiden

Publisher: Whitman-Tell-A-Tale Book

Date of Publication: 1970

Summary of Book: Merton and his van move the Dugans from an apartment in the city to a house in the country.

OCURRENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+4		+2	+9				
+5		+16	+20				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: The Baby Lion

Author: Lucienne Krville

Illustrator: Rik Jettier

Publisher: Wonder Books

Date of Publication: 1959

Summary of Book: Baby Lion envies the baby Tiger's stripes, so he goes into the village to get some paint. After his stripes are painted on he is criticized by the other animals, but he becomes happy when his mane begins to grow.

OCGURENCE OF VALUES BY PAGE NUMBERS

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1	2	3	4	5	6	7	8
			+12	+13		+8	
				+14		+9	

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- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance



Title of Book: Seven Little Postmen

Author: Margaret W. Brown and Edith T. Hurd

Illustrator: Tibor Gergely

Publisher: Golden Press

Date of Publication: 1952

Summary of Book: This is a story of how a letter goes from Thomas to his grandmother. It shows how the mail travels.

OCURRENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+1	+4				+9
		+16	+5				
		+17	+7				
		+21	+8				
		+22	+12				
			+13				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Jiggers

Author: Joy Muchmore Lacey

Illustrator: Marge Opitz

Publisher: Rand McNally and Co.

Date of Publication: 1963

Summary of Book: Jiggers, the dog, runs away and everybody helps to look for him. He is found in the house next door where the people are gone for the winter.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+10	+6			-16	+20
		+11	+7				
		+23	+8				
		+24	+9				
			+10				
			+12				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Smokey Bear Saves the Forest

Author: Kennon Graham

Illustrator: David Gantz

Publisher: Whitman-Tell-A-Tale

Date of Publication: 1971

Summary of Book: Some people start a forest fire and Smokey and his friends work together to save the forest.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+3			+4			+13	+15
			+7			+14	+16
			+8			+11	
			+10			+18	
			+11				
			+13				
			+17				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

**Title of Book: The Tawny Scrawny Lion**

**Author: Kathryn Jackson**

**Illustrator: Gustaf Tenggren**

**Publisher: Golden Press**

**Date of Publication: 1952**

**Summary of Book: The Tawny Scrawny Lion eats many animals and this bothers the other animals so they appoint a rabbit to talk with him. The rabbit takes with the Lion and takes him home for supper, and he continues to eat there.**

**OCCURENCE OF VALUES BY PAGE NUMBERS**

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1	2	3	4	5	6	7	8
	+5	+8	+7	+21			
	+6	+15					
		+18					

---

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

**Title of Book: Raskety Boom**

**Author: Betty Ren Wright**

**Illustrator: Florian**

**Publisher: Western Publishing Co.**

**Date of Publication: 1953**

**Summary of Book: Raskety Boom is an old truck, but it keeps on taking people where they need to go.**

**OCCURENCE OF VALUES BY PAGE NUMBERS**

1	2	3	4	5	6	7	8
				+9			+5
				+10			+14
				+11			+15
							+16
							+17
							+18
							+19
							+21

- 
- 1. Responsibility    2. Honesty    3. Generosity and Kindness**  
**4. Cooperation    5. Tolerance and Goodwill**  
**6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance**

Title of Book: Timothy Tinker

Author: Mabel Watts

Illustrator: Judy Stang

Publisher: Western Publishing Co.

Date of Publication: 1968

Summary of Book: Timothy fixes all of the squeaky toys and wheels for his friends and neighbors with his father's oil-can.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+8		+7	+3				
+11		+8	+4				
+17		+11	+24				
		+17					
		+18					
		+21					
		+24					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Freddie's Private Cloud

Author: Becky and Evans Krehbell

Publisher: Rand McNally and Co.

Date of Publication: 1971

Summary of Book: Freddie is always bringing home strays and one day he brings home a cloud. He and the cloud have fun together and the cloud helps out when the swimming pool dries up.

OCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+1	-11	-4			
		+2		-12			
		+5		+18			
		+6		+19			
		+7					
		+8					
		+9					
		+11					
		+16					
		+17					

1. Responsibility    2. Honesty    3. Generosity and Kindness

4. Cooperation    5. Tolerance and Goodwill

6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: The Saggy Baggy Elephant

Authors: K. and B. Jackson

Illustrator: Tenggren

Publisher: Golden Press

Date of Publication: 1947

Summary of Book: Sooki is unhappy with his looks and tries to change them until he meets a herd of grown elephants.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+20		-5			
				-7			
				-9			

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance



Title of Book: Wrong-Way Howie Learns to Slide

Author: Sylvia Peake

Illustrator: Carol Wilde

Publisher: Western Publishing Co.

Date of Publication: 1969

Summary of Book: Howie's legs always go the wrong way when he tries to slide into base. He practices until he learns to slide.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
			+1		+9		+10
			+22		+17		+11
					+25		+12
							+13
							+14
							+15
							+25
							+26

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Daniel's New Friend

Author: Hildred Bash

Illustrator: Irma Wilde

Publisher: Western Publishing Co.

Date of Publication: 1968

Summary of Book: Daniel likes dogs, but he is afraid of hte big dogs in his neighborhood until he meets a dog named Daniel.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+3					+23
		+4					+24
		+5					+25
		+13					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Jean Ellen Learns to Swim

Author: Evelyn Swetnam

Illustrator: Carol Wilde

Publisher: Western Publishing Co.

Date of Publication: 1968

Summary of Book: Jean Ellen tries to swim like several different animals but without success. Then she goes to a pool and the life guard shows her how to swim.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+13			+22		+2
		+16					+4
		+17					+5
							+6
							+9

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: The Taxi that Hurried

Authors: Lucy Mitchell, Irma Black, and Jessie Stanton

Publisher: Golden Press

Date of Publication: 1946

Summary of Book: The little yellow taxi must hurry to get Tom and his mother to the train depot.

OCURENCE OF VALUES BY PAGE NUMBERS

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1	2	3	4	5	6	7	8
+6		+11	+11				
		+21					
		+20					

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- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Five Little Firemen

Author: Margaret Wise Brown and Edith T. Hurd

Illustrator: Tibor Gergely

Publisher: Golden Press

Date of Publication: 1949

Summary of Book: This is a story of how five firemen fought a fire and helped save the people.

OCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+2			+13				
+12			+14				
+16							
+20							

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Grandpa's Policemen Friends

Author: Bernice Frankel

Illustrator: Florence S. Winship

Publisher: Western Publishing Co.

Date of Publication: 1967

Summary of Book: Grandpa who is an ex-policeman takes Johnny to visit his policemen friends and explains their jobs.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+8	+12				
		+9	+13				
		+24					
		+25					
		+26					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Country Boy, City Boy

Author: Mira Lobe

Illustrator: Susi Weigel

Publisher: Wonder Books, Inc.

Date of Publication: 1963

Summary of Book: This book compares life in the city to life in the country.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+8		+16	+3			+2	
+11			+4				
			+5				
			+14				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: The Best Surprise of All

Author: Donna Lugg Pape

Illustrator: Janet and Alex D'Amato

Publisher: Western Publishing Co.

Date of Publication: 1961

Summary of Book: All the other children but Billy have a special trick for Grandma and Grandpa. The other children make him feel sad because he doesn't know a trick. When they arrive he does three somersaults.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+4		-9			
		+26		-10			
				-11			
				-12			
				-15			
				-16			
				-18			

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance



**Title of Book:** The Little Red Bicycle

**Author:** Dorothy King

**Publisher:** Western Publishing Co.

**Date of Publication:** 1953

**Summary of Book:** Stevie is given a bike for his birthday, but it is too big for him and he must wait another year until he has grown some.

**OCCURENCE OF VALUES BY PAGE NUMBERS**

1	2	3	4	5	6	7	8
			+8			+7	
			+9				
			+10				
			+11				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Two Stories About Ricky

Author: Bernice Frankel

Illustrator: June Goldborough

Publisher: Western Publishing Co.

Date of Publication: 1966

Summary of Book: Ricky cleans up the house with his imaginary animals and his mother gives him a crow. Then Ricky and his crow look for dad's lost ring only to find it in the crow's nest.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
+1		+12	+2				+18
		+13	+3				+20
			+4				+22
			+5				
			+6				
			+7				

1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Wilmer the Watchdog

Author: Lael Littke

Illustrator: Olindo Giasomini

Publisher: Western Publishing Co.

Date of Publication: 1970

Summary of Book: Wilmer is to be a watchdog but has troubles learning what his job is; however, he saves a little girl from being run over by a car.

OCCURENCE OF VALUES BY PAGE NUMBERS

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1	2	3	4	5	6	7	8
-5		+24		+13		-11	
+16		+25		-18			
+17							
+13							

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- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: The Five-Star General

Author: Joan Potter Elwart

Illustrator: Betty Fraser

Publisher: Whitman Publishing Co.

Date of Publication: 1965

Summary of Book: Markham wanted to accomplish five things so his teacher would put a gold star on his forehead. He does this but then doesn't want to take the star off.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
						+22	+6
						+23	+7
							+8
							+9

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Jerry and Dr. Dave

Author: Marion Borden

Illustrator: Claudine Nankivel

Publisher: Whitman Publishing Co.

Date of Publication: 1964

Summary of Book: Jerry visits the doctor in preparation for a trip to camp.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
			+6			+20	
			+7			+21	
			+8				
			+9				
			+10				
			+11				
			+14				
			+15				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

**Title of Book:** Noah and the Ark

**Author:** DeVere Ramsay

**Illustrator:** Leslie Gray

**Publisher:** Western Publishing Co.

**Date of Publication:** 1967

**Summary of Book:** The story of Noah building the ark and putting the animals into it.

**OCCURENCE OF VALUES BY PAGE NUMBERS**

1	2	3	4	5	6	7	8
	+26					+2	
						+4	
						+7	
						+8	
						+9	
						+10	
						+11	
						+13	
						+14	
						+15	

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: All Around the City

Author: Diane Sherman

Illustrator: Manning de V. Lee

Publisher: Rand McNally and Co.

Date of Publication: 1967

Summary of Book: This book lists all the different things that there are to see and do in a big city.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+4	+6				
		+5	+7				
		+19					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Teeny-Tiny Tale

Author: Jan Sikus

Illustrator: Terry Rose

Publisher: Western Publishing Co.

Date of Publication: 1969

Summary of Book: A woman takes a bone that does not belong to her and a voice comes in the night to haunt her about the bone.

OCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
	+9						+16
	+16						+19
	+19						+22
	+22						
	+24						

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance



Title of Book: Pals

Author: Melissa Dow Funk

Illustrator: Tom O'Sullivan

Publisher: Western Publishing Co.

Date of Publication: 1966

Summary of Book: Two friends spend the day together and find out that they call the same things by different names.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+5	+16	+8		+10	
		+19	+18	+12			
		+20	+24	+15			
		+25		+22			
				+26			

- 
- |                                |                           |                            |
|--------------------------------|---------------------------|----------------------------|
| 1. Responsibility              | 2. Honesty                | 3. Generosity and Kindness |
| 4. Cooperation                 | 5. Tolerance and Goodwill |                            |
| 6. Sportsmanship and Fair Play | 7. Obedience              | 8. Perseverance            |

Title of Book: Scuffy the Tugboat

Author: Gertrude Crampton

Illustrator: Tibor Gergely

Publisher: Golden Press

Date of Publication: 1955

Summary of Book: A little toy tugboat is not happy with his bathtub. He owner takes him to a stream where he sails away. He sails to the sea where he is later found.

OCURRENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
			+16	-11		+5	
			+17			+9	

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Hop-Away Joey

Author: Jessica Potter Broderick

Illustrator: Seymour Fleishman

Publisher: Rand McNally and Co.

Date of Publication: 1967

Summary of Book: Joey hops away from his mother while she is sleeping. She looks for him and finds him in danger of attack from eagles. She rescues him and takes him home.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+16				-3	+5
		+18				+12	+7
						+15	+9
							+11

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Tommy's Tooth

Author: Solveig Paulson Russell

Illustrator: Patti Fenwick

Publisher: Rand McNally and Co.

Date of Publication: 1967

Summary of Book: Tommy loses his first tooth and puts it under his pillow for the tooth fairy who leaves a dime.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		+10	+4			+18	
			+5			+20	
			+8				

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Rupert the Rhinoceros

Author: Carl Memling

Illustrator: Tibor Gergely

Publisher: Golden Press

Date of Publication: 1960

Summary of Book: Rupert charges at everything and then a doctor discovers that he is doing this because he can't see. After he is fitted for glasses he is nice to everybody.

OCURRENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
		-2					
		-3					
		-4					
		-5					
		-9					
		-13					
		+10					
		+14					
		+18					
		+20					
		+21					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

Title of Book: Andy

Author: Florence Michelson

Illustrator: Hazel Haeker

Publisher: Western Publishing Co.

Date of Publication: This is a story of a little boy named Andy and his everyday life.

OCCURENCE OF VALUES BY PAGE NUMBERS

1	2	3	4	5	6	7	8
	+5	+11					
	+6	+23					
	+13	+24					
		+26					

- 
1. Responsibility    2. Honesty    3. Generosity and Kindness  
4. Cooperation    5. Tolerance and Goodwill  
6. Sportsmanship and Fair Play    7. Obedience    8. Perseverance

## **APPENDIX II**

Title of Book: The Lion's Haircut

Author: Jennifer Giddings

Illustrator: Eugenie

Publisher: Western Publishing Co.

Date of Publication: 1969

Summary of Book: The lion was afraid to get a haircut because he thought that it would hurt. When he finally gets one he discovers that it doesn't.

Title of Book: The Happy Book

Author: Patricia Martin Zenz

Illustrator: Joanna Pohlmann

Publisher: Western Publishing Co.

Date of Publication: 1965

Summary of Book: This book was a list of things that a small girl likes.

Title of Book: Big Helpers

Author: Irma Wilde

Illustrator: George Wilde

Publisher: Rand McNally and Co.

Date of Publication: 1953

Summary of Book: This book contains information about different types of power machines.

Title of Book: A Prickly Tale

Author: Evelyn M. Begley

Illustrator: Carl and Mary Hauge

Publisher: Western Publishing Co.

Date of Publication: 1965



Summary of Book: This is the story of animals waking up in the spring. All wake up except the porcupine who wants to finish his dream.

Title of Book: Butterfly: A Story of Magic

Author: Ellen Daly

Illustrator: Florence Winship

Publisher: Western Publishing Co.

Date of Publication: 1969

Summary of Book: The story of the monarch butterfly.

Title of Book: Surprise!

Author: Lucy Osone

Publisher: Rand McNally and Co.

Date of Publication: 1966

Summary of Book: A family sleeps and when they awaken they discover that it snowed during the night.

Title of Book: The Giant's Shoe

Author: Jessica Nelson North

Illustrator: Esther Friend

Publisher: Rand McNally and Co.

Date of Publication: 1967

Summary of Book: This is a fairy tale about a woman with twelve children and no house, so they live in a giant's shoe.

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